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ABSTRACT

This study was designed to elicit information relative to teaching as a career opportunity and in regard to a variety of educational reform issues. A wide range of descriptive data is available on these topics. Studies that offer national perspectives and statewide views are available in many areas. This study depicts responses from three different categories of teachers: laboratory school teachers, state teachers of the year, and teachers from southeast Georgia. Specific questions addressed by this research are: (1) How do these teachers perceive the teaching profession as a career opportunity? (2) How do these teachers perceive various proposals for educational reform? and (3) Do these teachers, when compared with each other, differ in their perceptions of the teaching profession and educational reform? (JD)

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PERCEPTIONS OF THE TEACHING PROFESSION AND EDUCATIONAL REFORM: COMPARISONS OF LABORATORY SCHOOL TEACHERS, STATE TEACHERS OF THE YEAR AND TEACHERS IN SOUTHEAST GEORGIA

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INTRODUCTION

Teachers and teaching during the 1980's were a studied entity. Queries and opinions eminated from a variety of sources: legislatures, special interest groups, lay citizenry, business communities, etc. The very nature of American public education lends itself to scrutiny and recommendations from such sources.

Public concern with mediocrity in education escalated in the spring of 1983 with the release of A NATION AT RISK. "Since 1983 the states have generated more rules and regulations about all aspects of education than in the previous 20 years. Nationwide more than 700 state statutes affecting some aspect of the teaching profession were enacted between 1984 and 1986" (Timar and Kirp, 1989).

Significant ideas for the improvement of education, in these times of reform, often emerge from non-educators. "The National Commission on Excellence in Education. . .had ample business representation, while classroom teachers were given one slot on a commission of 33 individuals" (Romanish, 1987). In Georgia, a similar scenario is recognized in the development of the Quality Basic Education Act. Although an intricate network for communication with the state's teachers was devised, the initial, formally appointed committee had a membership reflecting the national image in relation to teacher representation.

Along with public education, teachers are "under the microscope." And, the resulting image may best be described as kaleidoscopic. The most accurate view, however, may come from those being observed, the teachers themselves.

Teachers and teaching have received broad analytical coverage. In specific terms, what is the current status of teachers and teaching? This study was designed to elicit information relative to teaching as a career opportunity and in regard to a variety of educational reform issues. A wide range of descriptive data is available on these topics. Studies have been generated that offer national perspectives. State-wide views are available in many areas. This study, however, depicts responses from three different categories of teachers: laboratory school teachers (LAB), state teachers of the year (STOY), and teachers from southeast Georgia (SEGA). What are the views of these teachers? Specific questions addressed by this research study are listed below:

(1) How do these teachers perceive the teaching profession as a career opportunity?
(2) How do these teachers perceive various proposals for educational reform?
(3) Do these teachers, when compared with each other, differ in their perceptions of the teaching profession and educational reform?

BACKGROUND: A DISCUSSION OF RELEVANT LITERATURE

Two areas of relevant literature related to the objectives of this study are: (1) the teaching profession as a career opportunity, and (2) reform in the teaching profession. The sections that follow provide summaries of some of the related literature and research in these areas.

The Teaching Profession as a Career Opportunity

The authors of this report have been involved with researching this topic since 1980. The need for research was originally stimulated by a declining teacher education enrollment and a predicted teacher shortage in Georgia. The authors have since surveyed high school seniors, preservice teachers at various points in their preparation and inservice teachers throughout the southeastern United States. Findings of these research projects have been published in various journals (see bibliography) and presented at numerous educational conferences. Four of the major findings are listed below:

1. A predictive factor in whether high school seniors choose teaching as a future career is simply whether or not anyone has discussed the career possibility with them.
2. Females and Blacks generally view the teaching profession in a more positive manner than do white males.
3. Encouraging factors related to teaching as identified by high school seniors, preservice teachers, and inservice teachers included: contributions to humanity, job security, and fringe benefits.
4. Major discouraging factors identified by high school seniors, preservice teachers, and inservice teachers, included salary, discipline problems, and working conditions.

Other researchers have conducted similar studies. According to a report by the National Commission for Excellence in Teacher Education (1985), inadequate salaries, limited advancement opportunities, stressful work environments, and lack of status and autonomy discourage many of the best students from ever considering careers in teaching. The same factors cause many teachers to exit the profession after a few years. Unfortunately, this is often when their skills are highly developed and their potential contributions are the greatest. Three specific findings by the National Commission for Excellence in Teacher Education are reported:

> In 1981, in response to, "If you could go back and start all over again, would you still become a teacher?" almost 40% of the respondents said, "No." This rate of dissatisfaction was four times higher than teachers indicated twenty years ago.
>
> The level of dissatisfaction among secondary school teachers was significantly higher than among their elementary school colleagues. The percent of secondary teachers expressing dissatisfaction with salaries was twice as high (50% versus 25%); the percent expressing dissatisfaction with administrative support was ten times as high (40% versus 4%).

> Eighty-seven percent of teachers leaving the profession cited inadequate salaries as a factor in their resignations. Of almost equal importance was the universal perception that society did not highly value the contribution they were making. "It's the only job in the world," said one teacher, "in which you read in the paper in the morning what an awful job you are doing."

A report of special interest to Georgians was released prior to the nation's intensive scrutiny of the profession after A NATION AT RISK. The Darden Corporation was commissioned in 1981 by the Governor of Georgia to study problems in the profession. A major problem in the schools, according to these teachers who had exited the profession, was the leadership provided (or not provided) by school principals. Poor salary was also cited as a primary concern (Darden, 1981). The importance of the administration to the profession has more recently been confirmed by the effective schools research.

A more recent state-wide study of the teaching profession as a career opportunity was conducted by Linda Jordan, Coordinator of Teacher Recruitment. Jordan surveyed seniors from 54 high schools in the state. The factors that were the strongest positive influences for students interested in teaching were competence and interest in the subject they would teach and working with students. The most important factors to uninterested students were better teacher salaries, opportunities for promotion and student respect. "In addition to identifying factors which influence students to consider or reject teaching, the results of this study indicated that a lower percentage of the students were interested in teaching careers, teaching continued to appeal to white females, and students selecting education as a career choice were academically inferior to the other groups based on test scores" (Jordan, 1988).

The research indicates that perceptions of teaching as a career have been rather negative for several years. Amelioration of this problem in perceptions is important since the perception of one's role is positively correlated with one's productivity in that role.

Reform in the Teaching Profession

A primary theme in the educational reform literature is the need to strengthen the teaching profession. Three reports addressing professionalism are those released by the Holmes Group (1986), the Carnegie Forum (1986), and the National Governor's Association (1986). Other reports, including those provided by Gallup Polls, identify specific concerns related to the teaching profession.

The Holmes Group is a consortium of chief academic officers and education teams from major research universities. The report, entitled TOMORROW'S TEACHERS, proposed five goals.

1. To make the education of teachers more intellectually sound; to make prospective teachers thoughtful students of teaching and its improvement.
2. To recognize differences in teachers' knowledge, skill, and commitment, and in their education, certification, work, and career opportunities by distinguishing among novices, competent professional teachers, and high-level professional leaders.
3. To create standards of entry to the profession (examinations and educational requirements) that are professionally relevant and intellectually defensible.

4. To connect institutions of higher and professional education with schools in order to make better use of expert teachers.
5. To make schools better places for teachers to work and for students to learn by altering the professional roles and responsibilities of teachers.

To achieve these goals the Holmes Group proposed to abolish undergraduate teacher education programs, require that all future teachers have a liberal arts major, and to reestablish teacher education as a graduate program. Additionally, the Holmes Group has proposed a three-step career ladder for teachers.

The report has generated considerable controversy. One concern is the effect the report will have on education programs in institutions that do not have graduate programs. Additionally, the report is ambiguous about how its proposal to restrict a teacher's field of instruction to his or her major and minor fields is to be translated at the elementary level of instruction. "The implication of this proposal would seem to be that the self-contained classroom will need to be abandoned even in the primary grades" (Feinberg, 1987). A concern related to the career ladder proposal is the elitism it seems to reflect.

The Carnegie Forum on Education and Economy released in 1986 A NATION PREPARED: TEACHERS FOR THE 21st CENTURY. The report has similar recommendations to the Holmes report. The career ladder concept, for example, is present. The Carnegie Forum proposed a National Board of Professional Teaching Standards (now at work) to plan this career ladder. "The ladder would start licensed teachers at $15,000 for ten months, paying more for experienced certified teachers, paying still more for advanced certified teachers, and finally, paying 'lead' teachers $72,000 for twelve months to direct other teachers and to run schools" (Parker, 1987).

The Carnegie report differs from the Holmes report in its emphasis on the relationship between education and economics.

> Thus, whereas the Holmes Group has provided a report about the educational needs of the teaching profession and the structural changes that must be made to meet them, the Carnegie Forum has provided a statement about the competitive position of the United States in the international market and has elaborated the educational changes that improving this position would entail (Feinberg, 1987).

TIME FOR RESULTS: THE GOVERNORS' 1991 REPORT ON EDUCATION is the report released in 1986 by the National Governors' Association. The following ideas from the report were summarized by this association's chair, Governor Lamar Alexander of Tennessee (Alexander, 1986).

1. Now is the time to work out a fair affordable career ladder system that recognizes real differences in function, competence, and performance of teachers.
2. States should create leadership programs for school leaders.
3. Parents should have more choice in the public schools their children attend.
4. The nation -- and the states and school districts -- need better report cards about results, about what students know and can do.

5. School districts and schools that don't make the grade should be declared bankrupt, taken over by the state and reorganized.

6. It makes no sense to keep closed half a year the school buildings in which America has invested a quarter of a trillion dollars while we are undereducated and overcrowded.

7. States should work with four- and five-year-olds from poor families to help them get ready for school and to decrease the chances that they will drop out later.

8. Better use of technologies through proper planning and training for use of videodiscs, computers, and robotics is an important way to give teachers more time to teach.

9. States should insist that colleges assess what students actually learn while in college.

Although the Holmes Group, the Carnegie Forum, and the Governors' Association have formally proposed reforms, they are not, of course, the only groups desiring changes. In fact, the general public, according to a 1988 Gallup Poll, is encouraging reform in the teaching profession. Although the American public gave relatively high grades to teachers, the Gallup surveys still show a demand for higher standards and requirements for teaching personnel. In the 1988 poll, 86% of the public favored requiring experienced teachers to pass a statewide test of basic competence in their subject areas. Five previous education polls showed across-the-board support for teacher competency testing.

The 1988 poll asked the public whether or not they would favor the establishment of a national set of standards for the certification of public school teachers. The proposal was favored by 86% of the public. Additionally, 84% favored some type of increased pay scale for teachers that have proven themselves particularly capable. However, a smaller majority (51%) thought that it was a "good idea" to require teachers to spend one year as interns in the schools at half pay before they are given certificates to teach (Gallup, 1988).

The influence of all of these reports is still uncertain. And of course, there are no guarantees that the proposals, if implemented, will provide the results predicted by the groups. State legislatures have established mandates which include some of these reforms as well as many others. A primary factor in the effectiveness of these reforms will be the endorsement (or lack of it) from individuals in the profession.

METHODOLOGY

Subjects

Three categories of teachers participated in the study: laboratory school teachers (LAB), state teachers of the year (STOY), and teachers in southeast Georgia (SEGA). More descriptive data on these populations follow.

A convenient sampling of seven laboratory schools from five different states participated. A total of 120 respondents completed the survey instrument.

The total population for state teachers of the year, covering a period of 12 years, was surveyed. These individuals were from the 50 states and American territories. A total of 647 surveys were mailed; 302 or 47% were completed and returned.

The target area for study of teachers in southeast Georgia consisted of 40 school systems in the southeastern portion of Georgia. Using a stratified random sampling technique, 64 schools were selected for participation. Superintendents in the systems were contacted for permission to survey the selected schools and 36 (85%) agreed. Surveys were returned by 56 (87.5%) of the schools. A total of 1436 (60%) of the surveys were completed by teachers in participating schools.

Instrumentation

The instrument, "Perceptions of Teaching and Educational Reform," was developed by the researchers using factors and reform proposals that were emphasized in current professional literature. It included items in three areas.

SECTION I included controlled-choice items related to background information. These items requested data related to the individual's preparation, teaching position, and personal characteristics.

SECTION II provided an opportunity for teachers to identify their perceptions of teaching as a career. The first ten items requested that respondents identify the level of encouragement of various factors related to teaching. The ten factors were:

- certification requirements
- contributions to humanity
- fringe benefits
- job availability
- job security
- parental support
- salary
- social status
- student cooperation
- working conditions

Other items in this section asked teachers to rate their level of enjoyment of teaching for themselves and others and the appropriateness of the teaching profession for themselves and others. The final item in this section asked teachers to determine whether or not they would choose teaching again if they could start all over.

SECTION III included items identifying the reforms that have been proposed by various interest groups. Respondents were requested to rate their level of agreement. The reforms included were:

abolition of undergraduate major in education
career ladders with differentiated salaries in relation to accomplishments
certification based on classroom performance
differentiated staffing; certified teachers assisted by interns, instructors, paraprofessionals, etc.
higher teacher salaries
increased academic curriculum in high schools
less emphasis on athletics and other extra-curricular activities
longer school days
longer school years
mentor teachers to assist and supervise beginning teachers
more federal funding for education programs
more state funding for education programs
national board certification process
partnerships between colleges/universities and community schools
public education for four-year-olds
requirement for students to do homework
requirement of five years for collegiate teacher training
restriction of teachers to instructing only in their subject matter major
standardized testing of teachers as a basis for teacher credentializing and licensing
standardized testing of students at every grade level
standardized test scores used in determining student promotion
state standardization of curriculum

In addition to the controlled-choice items on the instrument, an open-ended item enabled teachers to provide comments related to the teaching profession and educational reform.

Analysis of Data

The researchers used several statistical procedures to analyze the data. Frequency statistics were used to determine the population's responses to background information, perceptions of teaching as a career opportunity, and views of educational reform considerations. Analyses of variance were computed to determine differences in perceptions of groups of teachers categorized on the basis of background variables. Additionally, open-ended responses were analyzed using a qualitative categorization approach.

RESULTS

The responses to items on the instrument were analyzed using a variety of statistical procedures including frequency statistics and analysis of variance. Findings are reported in three areas: background information, perceptions of teaching as a career opportunity, and perceptions of educational reform considerations.

Background Information

The respondents in all three groups provided a pool of subjects with varying backgrounds and instructional settings. For example, 45.4% taught in elementary grades, 19.9% in middle or junior high grades, 30.3% in high school and 4.4% in a combination of grades. Other specific information related to community size, school size, organizational structure of school, sex, race, etc. can be found on Table 1.

In an effort to determine people that were influential in the decision to teach, the researchers included an item requesting identification of the most influential person in the subject's decision. Family member was identified by 35.4%, high school teacher by 22.7%, elementary teacher by 15.4%, other by 13.3%, and friend by 9.3%. Other categories of personnel listed on the survey were identified by less than 2%.

Another item asked subjects to identify family members serving in the field of education. Less than half had no immediate family member in the field of education. The most common responses were sister (23.2%), mother (17.5%), and spouse (20.6%).

A large number of subjects developed an interest in teaching at an early age; 20.9% were younger than 12, 15.4% were from 12 to 15, and 25.1% were from 16 to 18. Some (7.8%), however, did not develop an interest in teaching until after the age of 25.

Perceptions of Teaching

Frequencies

The subjects responded to various items related to teaching as a career choice. Table 2 presents means for each of these items for each of the groups. The factors related to the teaching profession that were viewed as most encouraging were: (a) contributions to humanity, (b) job security, and (c) job availability. Factors viewed as most discouraging were: (a) salary, (b) parental support, and (c) student cooperation.

A large majority reported that they enjoyed teaching either all of the time or most of the time. Many clarified this response with comments that differentiated between teaching and non-teaching duties. A little over half of the subjects agreed that teaching is a good career for females, while 32.1% responded "yes" to the idea that teaching is a good career for males.

When asked whether they would encourage an interested daughter to pursue teaching, only 31.7% responded affirmatively while 24.8% said "no." Others indicated that this was possible

(28.8%) or doubtful (14.7%). Even fewer (22%) would encourage an interested son, with others responding to this statement in more negative categories: possibly (23.8%), doubtfully (17.5%) and no (36.7%).

Respondents evaluated their own career choice by responding to the question: "If you could start all over again, would you choose teaching as a career?" A majority (62.8%) responded with "yes" or "possibly," while 37.2% responded with "doubtfully" or "no."

Differences in Perceptions of Teaching

There were fourteen significant differences at the .01 level between perceptions of State Teachers of the Year, laboratory school teachers, and southeast Georgia teachers. Table 3 identifies specific statistical results. Laboratory school teachers and State Teachers of the Year viewed the following variables as significantly more encouraging than southeast Georgia teachers: certification requirements, contributions to humanity, parental support, salary, and student cooperation. Fringe benefits were viewed as more encouraging by State Teachers of the Year while laboratory teachers viewed working conditions as more encouraging. Additionally, laboratory school teachers and State Teachers of the Year rated items related to enjoyment of teaching and teaching as a career choice more positively than did southeast Georgia teachers. There were only two significant differences between laboratory school teachers and State Teachers of the Year. State Teachers of the Year were more likely to rate job availability as encouraging while laboratory school teachers were more likely to choose teaching again if they could start all over.

Educational Reform Considerations

Frequencies

The subjects responded to twenty-two items identifying their level of agreement with educational reform considerations. Specific percentages for each item are indicated on Table 4. Some of the major findings are identified below:

1. Reforms receiving strongest agreement included those related to increased salary and funding, use of mentor teachers, and differentiated staffing.
2. A large majority (80.5%) disagreed with the proposal to abolish the undergraduate major in education. Additionally, 66% disagreed with requiring five years of collegiate teacher training.
3. Proposals for utilization of standardized tests were viewed negatively by these teachers: 62.6% disagreed with standardized testing of teachers as a basis for credentializing and licensing; 66.3% disagreed with the standardized testing of students at every grade level; and 73.3% disagreed with the use of standardized test scores in determining student promotion.
4. While essentially all respondents (99.4%) agreed with proposals for higher teacher salaries, almost half (47.2%) disagreed with career ladders that would differentiate

salaries in relation to accomplishments. Additionally, two other proposals that could increase annual salaries, longer school days and longer school years, were viewed negatively.

Differences in Perceptions of Reform

There were fifteen significant differences at the .05 level between perceptions of laboratory school teachers, State Teachers of the Year and southeast Georgia teachers. State Teachers of the Year generally rated reforms more positively than laboratory school teachers and southeast Georgia teachers. However, laboratory teachers had the most positive ratings for school-college partnerships, while southeast Georgia teachers identified stronger agreement with raising teacher salaries. Table 5 identifies specific statistical results.

CLOSING REMARKS

Public education is a thread woven commonly in the fabric of America. Its impact is felt on a daily basis. The lay citizenry holds and shares many opinions on education. Perhaps these ideas are of a current origin. Or, they may be remnants of thoughts from time spent in school as students. For many reasons, public opinion is a natural and valid consideration. However, a need of "going to the source" also merits thought.

When given an opportunity, teachers have much to share about their daily change. Teachers participating in this study represent a broad spectrum in regard to setting, experience, and success. Analysis of their impressions offers considerable information that may be beneficial to those in decision-making decisions.

One of the remaining constants in public education is the element of change. If the pace for reform of the past decade is indictive of the rate to come, we will see many more changes. With the concept of change in mind, the results are primarily determined by those who implement the change. Therefore, if teachers are to be the implementers, let's consult them prior to the enactment stage. Their ideas may make significant qualitative differences.

A final note to teachers and reformers may be in order. Teachers, your role as recruiters of students for the profession cannot be overstated. Of the 1,858 teachers surveyed, 21% developed an interest prior to the age of 12, 15% between the ages of 12 and 15, and 25% between the ages of 16 and 18. So, 61% of these teachers developed an interest in teaching prior to their exit from the direct influence of teachers in elementary, middle, and secondary schools. It seems, then, that those who choose to teach or not to teach in the years to come are making that decision in classrooms right now.

Reformers, some of your proposals are experiencing significant doubt by practitioners. For example, 80.5% of these teachers disagree with abolishing the undergraduate major in Education. Along similar lines, 66% disagree with the requirement of five years for teacher preparation. It would seem, then, that there are messages from teachers to teachers as well as from teachers to other decision-makers. Heeding their cautions and encouragement may very well be a step in the right direction.

Table 1

Background Information

Variable	Percentages		
	LAB	STOY	SEGA
1. Population of community in which school is located:			
a. less than 10,000	0	20.5	35.5
b. 10,000 to 20,000	17.6	18.6	30.3
c. 20,001 to 50,000	44.3	26.6	15.5
d. 50,001 to 100,000	18.3	15.5	7.7
e. more than 100,000	19.8	18.8	10.9
2. Student enrollment of school:			
a. less than 300	7.6	10.4	1.9
b. 300 to 750	71.0	43	38.6
c. 751 to 1200	20.6	21.5	50.7
d. 1201 to 1650	.8	14.4	8.8
e. more than 1650	0	10.7	0
3. Organizational structure of school:			
a. elementary grades	38.2	30.6	48.2
b. middle grades/junior high	0	8.7	22.1
c. high school	0	43.6	26.7
d. combination	61.8	17.1	3.0
4. Grade level(s) taught:			
a. elementary	45.8	33.5	47.8
b. middle grades/junior high	7.6	12.3	22.5
c. high school	22.1	46.4	27.6
d. combination	24.5	7.8	2.0

		LAB	STOY	SEGA
5.	Number of subjects taught:			
	a. one	19.4	17.9	10.9
	b. two	17.1	18.2	17.6
	c. three	10.1	18.9	14.9
	d. four	14.7	9.3	11.7
	e. more than four	38.8	35.7	44.8
6.	Highest degree attained:			
	a. baccalaureate	8.4	16.8	53.9
	b. master's	71.0	62.3	36.6
	c. specialist	9.9	13.5	9.1
	d. doctorate	10.7	7.4	.4
7.	Field of Certification:			
	a. art	2.3	2.0	1.2
	b. business	3.1	2.0	2.0
	c. early childhood	4.6	3.0	22.4
	d. elementary	29.8	18.5	18.7
	e. English	8.4	14.7	6.3
	f. foreign language	2.3	3.0	.8
	g. health and physical education	7.6	2.0	4.6
	h. home economics	4.6	3.7	1.1
	i. industrial arts	1.5	.3	0
	j. language arts	0	3.0	0
	k. math	6.9	6.0	3.9
	l. music	2.3	4.7	1.8
	m. science	10.7	14.7	3.8
	n. social science	6.1	14.7	6.9
	o. special education	.8	2.0	6.9
	p. education (general)	.8	4.0	0
	q. other	8.4	1.7	0
	r. vocational	0	0	2.0
	s. reading	0	0	1.1
	t. middle grades	0	0	14.7
	u. media/guidance	0	0	1.7

		LAB	STOY	SEGA
8.	Undergraduate grade point average:			
	a. 2.0 to 2.49	.8	2.0	2.1
	b. 2.5 to 2.99	25.2	13.4	20.4
	c. 3.0 to 3.49	36.6	36.6	44.5
	d. 3.5 to 3.99	35.9	45.1	31.7
	e. 4.0	1.5	2.7	1.3
9.	Most influential person in decision to teach:			
	a. family member	30.2	32.3	36.5
	b. elementary teacher	13.5	12.5	16.2
	c. elementary principal	.8	1.4	.9
	d. high school teacher	20.6	22.7	22.9
	e. high school principal	.8	1.4	1.4
	f. school counselor	1.6	.7	1.6
	g. friend	9.5	7.5	9.7
	h. other	23.0	21.5	10.8
10.	Family members serving in field of education:			
	a. brother	14.1	12.6	8.2
	b. daughter	7.8	15.2	3.3
	c. father	14.1	5.6	7.0
	d. mother	21.9	18.5	18.9
	e. sister	28.1	23.8	22.7
	f. son	8.6	7.9	1.5
	g. spouse	36.7	36.4	15.9
	h. none	33.6	0	47.8
11.	Age at which individual initially developed an interest in teaching:			
	a. younger than 12	16.8	27.7	19.8
	b. 12-15	9.9	16.7	15.6
	c. 16-18	28.2	19.7	25.9
	d. 19-21	26.7	18.3	22.7
	e. 22-25	13.7	8.3	8.2
	f. older than 25	4.6	9.3	7.8

	LAB	STOY	SEGA
12. Current age:			
a. 21-30	9.2	1.0	22.4
b. 31-40	32.1	16.2	37.6
c. 41-50	41.2	31.7	28.0
d. 51-60	12.2	27.2	11.1
e. 61-70	5.3	16.9	.8
f. older than 70	0	7.0	0
13. Sex:			
a. female	68.7	61.9	84.4
b. male	31.3	38.1	15.6
14. Race:			
a. black	6.2	4.0	20.1
b. hispanic	.8	.7	0
c. other	.8	1.7	.6
d. white	92.3	93.6	79.4
15. Bachelors in Education			
a. yes	*	*	84.3
b. no	*	*	15.7
16. Type of certification			
a. K-4	*	*	20.5
b. 4-8	*	*	12.7
c. 1-8 or (K-4 and 4-8)	*	*	18.2
d. 7-12	*	*	24.4
e. K-12	*	*	15.7
f. dual	*	*	8.5
17. Years Experience			
a. 0-5	*	*	24.8
b. 6-10	*	*	18.9
c. 11-15	*	*	21.6
d. 16-20	*	*	18.5
e. >20	*	*	16.2

* Item did not appear on instrument.

Table 2

Perceptions of Teaching as a Career Opportunity

Variables	Means*		
	LAB	STOY	SEGA
A. Factors in teaching			
1. certification requirements	2.7	2.8	2.4
2. contributors to humanity	3.7	3.7	3.3
3. fringe benefits	2.5	2.6	2.4
4. job availability	2.6	2.8	3.0
5. job security	2.9	3.0	3.0
6. parental support	2.6	2.5	2.0
7. salary	2.0	2.1	1.8
8. social status	2.3	2.3	2.3
9. student cooperation	2.6	2.6	2.1
10. working conditions	2.7	2.6	2.5
B. Enjoyment of teaching			
1. I enjoy teaching:	3.2	3.3	2.9
2. Most teachers enjoy teaching:	2.6	2.5	2.5

*Respondents rated items on a scale of 1-4.

Rating scale for:

Factors in Teaching	Enjoyment of Teaching
4 - Very encouraging	4 - All of the time
3 - Encouraging	3 - Most of the time
2 - Discouraging	2 - Some of the time
1 - Very discouraging	1 - Not at all

C. Teacher candidates

	LAB	STOY	SEGA
1. Teaching is a good career for females	3.7	3.7	3.4
2. Teaching is a good career for males	3.4	3.3	2.8
3. I would encourage an interested daughter to pursue teaching	3.2	3.4	2.5
4. I would encourage an interested son to pursue teaching	3.1	3.1	2.1

D. Your career choice

If you could start all over again, would you choose teaching as a career	3.4	3.6	2.7

Respondents rated items on a scale of 1-4.

Rating scale for:

Teacher Candidate

4 - Yes

3 - Possibly

2 - Doubtfully

1 - No

Career Choice

4 - Yes

3 - Possibly

2 - Doubtfully

1- No

Table 3

Significant Differences in Perceptions of Teaching as a Career Opportunity

Variables	F Prob.	Direction of Significance
certification requirements	.0000	STOY,LAB>SEGA
contributions to humanity	.0000	LAB,STOY>SEGA
fringe benefits	.0000	STOY>SEGA
job availability	.0000	SEGA>STOY,LAB
		STOY>LAB
parental support	.0000	LAB, STOY>SEGA
salary	.0000	STOY,LAB>SEGA
student cooperation	.0000	LAB,STOY>SEGA
working conditions	.0132	LAB>SEGA
I enjoy teaching	.0000	STOY,LAB>SEGA
good career for females	.0000	STOY,LAB>SEGA
good career for males	.0000	LAB,STOY>SEGA
would encourage daughters	.0000	STOY,LAB>SEGA
would encourage son	.0000	STOY,LAB>SEGA
would choose again	.0000	STOY>LAB,SEGA
		LAB>SEGA

Table 4

Perceptions of Educational Reform Considerations

Reforms	Means		
	LAB	STOY	SEGA
1. abolition of undergraduate major in education	1.8	2.3	1.8
2. career ladders with differentiated salaries in relationship to accomplishments	2.6	2.9	2.4
3. certification based on classroom performance	2.8	2.9	2.5
4. differentiated staffing; certified teachers assisted by interns, instructors, paraprofessionals, etc.	3.1	3.2	3.2
5. higher teacher salaries	3.8	3.7	3.9
6. increased academic curriculum in high schools	3.0	3.2	3.1
7. less emphasis on athletics and other extracurricular activities	2.6	2.8	2.6
8. longer school days	1.8	2.1	1.5
9. longer school year	2.0	2.3	1.6
10. mentor teachers to assist and supervise beginning teachers	3.5	3.6	3.3
11. more federal funding for educational programs	3.2	3.3	3.3
12. more state funding for educational programs	3.5	3.5	3.5
13. national board certification process	2.5	2.6	2.6
14. partnerships between college/ universities and community schools	3.5	3.5	3.3

	LAB	STOY	SEGA
15. public education for four year olds	2.2	2.2	2.0
16. requirement for students to do homework	2.6	3.0	2.9
17. requirement of five years for collegiate teacher training	2.7	2.8	2.1
18. restriction of teachers to instructing only in their subject matter major	2.8	3.0	2.8
19. standardized testing of teachers as a basis for teacher credentializing and licensing	2.0	2.2	2.2
20. standardized testing of students at every grade level	2.1	2.3	2.1
21. use of standardized test scores in determining student promotion	1.8	2.0	2.0
22. state standardization of curriculum	*	*	2.8

Respondents rated items on a scale of 1-4.

4 - Strongly agree

3 - Agree

2 - Disagree

1 - Strongly disagree

* Item did not appear on instrument.

Table 5

Significant Differences in Perceptions of Educational Reform

Variables	F Prob.	Direction of Significance
abolition of undergraduate ed. major	.0000	STOY>SEGA,LAB
career ladders	.0000	STOY,LAB>SEGA
		STOY>LAB
certification based on performance	.0000	STOY,LAB>SEGA
differentiated staffing	.0331	STOY>LAB
higher teacher salaries	.0000	SEGA,LAB>STOY
less emphasis on athletics, etc.	.0001	STOY>SEGA
longer school days	.0000	STOY,LAB>SEGA
		STOY>LAB
longer school year	.0000	STOY,LAB>SEGA
		STOY>LAB
mentor teacher	.0000	STOY>LAB,SEGA
partnerships between colleges and schools	.0000	LAB,STOY>SEGA
public education for 4 year olds	.0009	STOY>SEGA
requirement for student homework	.0003	STOY,SEGA>LAB
requirement of five years for teacher training	.0000	STOY,LAB>SEGA
standardized testing of students at every grade level	.0417	STOY>SEGA
standardized test scores for student promotion	.0485	STOY,SEGA>LAB

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